NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION

DISTRICT INFORMATION	SCHOOL INFORMATION
District: ACADEMY CHARTER HIGH SCHOOL	School: ACADEMY CHARTER HIGH SCHOOL
Chief School Administrator: MARY JO MCKINLEY, ED.D	Address: 1725 Main Street, Lake Como, NJ 07719
Chief School Administrator's E-mail: mckinley@academycharterhs.org	Grade Levels: 9-12
Title I Contact: MARY JO MCKINLEY, ED.D	Principal: MARY JO MCKINLEY, ED.D
Title I Contact E-mail: mckinley@academycharterhs.org	Principal's E-mail: mckinley@academycharterhs.org
Title I Contact Phone Number: 732-681-8377	Principal's Phone Number: 732-681-8377

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

X I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school needs assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   _____

Principal's Name   **Principal's Signature**   **Date**

Critical Overview Elements

- The School had _____5_____ (number) of stakeholder engagement meetings.

- State/local funds comprised _____% of the school's budget in 2014-2015.

- State/local funds will comprise _____$ of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Freshmen Bootcamp		Extended Year	100-100,100-600, 100-800	25,000
After School Academic Support		Extended Day	100-100, 100-600, 100-800	32,000
Curriculum Development		Improved Rigor	100-100-100-600	6,600
Behavioral Intervention System		Increased student engagement, School Culture	100-600, 200-300, 200-500	15,500
Parent Training		Post-secondary transitions, Academic Support	200-300, 200-800	4,500
Professional Development	1 & 2	Increased student engagement, improve rigor	200-300	7,000
College Readiness	3	Post-secondary transitions	100-600, 100-800	35,000
Data Use	1 & 2	Data Driven Instruction	100-600	10,000

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.
Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who participated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	Participated in Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Mary Jo McKinley. Ed.D.	Administrator	X	X	X	
Matthew Matsutani	Social Worker	X	X	X	
Jarred Shaw	Director of Curriculum	X	X	X	
Kim Brock	Board of Trustees	X	X	X	
Jennifer Nimon	Teacher	X	X	X	
Kaitlyn Coleman	LDTC, Teacher	X	X	X	
Chief Fred Hope	Law Enforcement	X		X	
David Block	School Business Administrator	X	X	X	

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, Schoolwide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
10/28/2014	ACHS	Needs Assessment	X		X	
2/12/2015	ACHS	Needs Assessment	X		X	
4/23/2015	ACHS	Plan Development	X		X	
5/7/2015	ACHS	Plan Development	X		X	
6/11/15	ACHS	Program Evaluation	X		X	

*Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our purpose here?
- What are our expectations for students?
- What are the responsibilities of the adults who work here?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	As a child-centered school, Academy Charter High School is dedicated to providing a challenging, nurturing environment in which each child's social and academic potential is maximized. The students who graduate from ACHS will have the self-esteem, self-discipline, intellectual curiosity and critical thinking skills to maintain their status as lifelong learners.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program
(For schools approved to operate a schoolwide program prior to 2014-2015)

1. Did the school implement the program as planned? **Yes**

2. What were the strengths of the implementation process? **Involvement of all stakeholders**

3. What implementation challenges and barriers did the school encounter? **There were no major implementation barriers**

4. What were the apparent strengths and weaknesses of each step during **the program(s) implementation? Improved support of students towards targeted instructional outcomes**

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? **Open and frequent communication**

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? **Staff were supportive of the program. Staff participated in "mess finding" and surveys. Staff identified need to address "culture" issues moving forward**

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions**? Parents were surveyed and also provide feedback at monthly meetings**

SCHOOLWIDE COMPONENT: EVALUATION

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.) **One-on-one and small group**

9. How did the school structure the interventions? **After school and summer programs, remediation based on data**

10. How frequently did students receive instructional interventions? **Up to three times per week**

11. What technologies did the school use to support the program? **Use of chromebooks and wireless access**

12. Did the technology contribute to the success of the program, and if so, how? **Yes. Technology used to manage data and research instructional strategies. Students also used technology in instruction.**

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Student Performance
State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11			Extended Day Support, Use of Data	Need to raise the bar, improve rigor while filling in gaps in basic skills
Grade 12			Extended Day Support, Use of Data	Need to raise the bar, improve rigor while filling in gaps in basic skills

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11			Extended Day Support, Use of Data	Need to raise the bar, improve rigor while filling in gaps in basic skills
Grade 12			Extended Day Support, Use of Data	Need to raise the bar, improve rigor while filling in gaps in basic skills

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9			Bootcamp, Extended Day Support, Use of data	Fill in gaps in basic skills, strengthen student understanding/use of data for improvement
Grade 10			Extended Day Support, Use of data	Strengthen student understanding/use of data for improvement

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency.
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9			Bootcamp, Extended Day Support, Use of data	Fill in gaps in basic skills, strengthen student understanding/use of data for improvement
Grade 10			Extended Day Support, Use of data	Strengthen student understanding/use of data for improvement

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement **Implemented in 2014-2015**

1 Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Curriculum Development	ELA	Yes	Improved rigor, common core alignment, college readiness	Revised 3 course curricula
Use of Data	Mathematics	Yes	Transcripts	Improved passing rates in Algebra 1
	Students with Disabilities			
	Homeless/Migrant			
Tutoring	ELLs	Yes	Transcripts	Improved passing rates

Extended Day/Year Interventions **Implemented in 2014-2015 to Address Academic Deficiencies**

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Academic Coaching, After School Academic Center	ELA			Consistent student participation / individual support in areas of need and use of school resources to supplement what they lack access to at home.
Academic Coaching, After School Academic Center	Mathematics			Consistent student participation / individual support in areas of need and use of school resources to supplement what they lack access to at home.
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Professional Development Implemented in 2014-2015

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
PLC Work	ELA	Yes	Observations, Lesson Plans	Use of data walls, improved rigor and higher order thinking
PLC Work	Mathematics	Yes	Observations, Lesson Plans	Use of data walls, improved rigor and higher order thinking
	Students with Disabilities			
	Homeless/Migrant			
	ELLs			

Family and Community Engagement Implemented in 2014-2015

1 Strategy	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
Monthly Parent Meetings	ELA	Moderately	Attendance, Surveys	High ratings on surveys, Parent participation dropped off as the year progressed
Monthly Parent Meetings	Mathematics	Moderately	Attendance, Surveys	High ratings on surveys, Parent participation dropped off as the year progressed
Monthly Parent Meetings	Students with Disabilities	Moderately	Attendance, Surveys	High ratings on surveys, Parent participation dropped off as the year progressed
Monthly Parent Meetings	Homeless/Migrant	Moderately	Attendance, Surveys	High ratings on surveys, Parent participation dropped off as the year progressed
Monthly Parent Meetings	ELLs	Moderately	Attendance, Surveys	High ratings on surveys, Parent participation dropped off as the year progressed

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

The following certification must be made by the principal of the school. Note: Signatures must be kept on file at the school.

X I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Mary Jo McKinley, Ed.D.   _____   June, 23, 2015
Principal's Name   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards . . . "

2014-2015 Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2013-2014 Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Terranova / HSPA	Grade 11 March 14 HSPA LAL – 73.3% Prof. 4.4% Adv. Prof
Academic Achievement - Writing	Terranova / HSPA	Grade 11 March 14 HSPA LAL – 73.3% Prof. 4.4% Adv. Prof
Academic Achievement - Mathematics	Terranova / HSPA	Grade 11 March 14 HSPA Math – 42.2% Prof. 0% Adv Prof
Family and Community Engagement	Participation in Parent Meetings/Back to School Nights/ Surveys	14% parent participation in surveys; 18% participation at meetings
Professional Development	Exit Tickets / Surveys / Coaching Meetings	Implementation of Danielson evaluation, improved self-reflection as documented in quarterly coaching meetings
Homeless		
Students with Disabilities	Terranova /HSPA	Grade 11 March 14 HSPA LAL Spec Ed: 50% Math Spec Ed: 25%
English Language Learners	Passing Rates	73% of academic classes were passed by ELL students
Economically Disadvantaged		
School Climate and Culture		
Leadership	Staff Surveys	VAL-ED rating of highly effective
School-Based Youth Services		

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process
Narrative

1. What process did the school use to conduct its needs assessment? **A cross-section of stakeholders met on several occasions to review data gathered from a variety of sources.**

2. What process did the school use to collect and compile data for student subgroups? **The team reviewed assessment data by student subgroups.**

3. How does the school ensure that the data used in the needs assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? [1] **Data is triangulated with a variety of sources. Ie. HSPA, Terranova, final exams, etc**

4. What did the data analysis reveal regarding classroom instruction? **The amount of student centered instruction has improved however the rigor needs to be strengthened in LAL. A change in composition of the math department is needed and will take place for 14-15 school year.**

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? **Some math teachers failed to implement PD from Metamorphosis. Teachers began implementation of data walls to engage students in the learning process and were active in sharing best strategies in PLCs.**

6. How does the school identify educationally at-risk students in a timely manner? **Mastery based skill sheets are used in every class. Struggling students are referred to I&RS team**

7. How does the school provide effective interventions to educationally at-risk students? **Students work at their own pace in proving mastery, at-risk students are placed in academic coaching for support, after-school academic support center, monthly progress reports and I&RS.**

---

[1] Definitions taken from Understanding Research Methods" by Mildred Patten
 Patten, M. L. (2012). Understanding Research Methods. Glendale, California: Pyrczak Publishing

8. How does the school address the needs of migrant students? **N/A**

9. How does the school address the needs of homeless students? **The homeless coordinator arranges transportation and coordinates services**

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? **Staff meet weekly in PLCs to review data and design improvements to target instruction**

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school? **ACHS has a school-to-career coordinator who assists students in their transition into high school and to post-graduate studies**

12. How did the school select the priority problems and root causes for the 2014-2015 schoolwide plan? **Problems naturally sprung from analysis of school goals, faculty mess finding, needs assessments and data sources.**

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2014-2015 Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Students are not obtaining 85% proficiency and 5% advanced proficiency in LAL	Students are not obtaining 85% proficiency and 5% advanced proficiency in math
Describe the priority problem using at least two data sources	Grade 11 HSPA March 2014 LAL: 73.3% Proficient, 4.4% Adv Proficient; SAT Average CR below 550	Grade 11 HSPA March 2014 Math: 42.2% Proficient, 0 % Adv Proficient; SAT Average CR below 550
Describe the root causes of the problem	Need for increased rigor of reading, analysis and writing	Poor academic preparation, poor student engagement, poor engagement by teachers in PD
Subgroups or populations addressed	All students	All students
Related content area missed	LAL	Math
Name of scientifically research based intervention to address priority problems	Read 180 / Independent technology based support programs ie. Castle Learning; extended day and year	Glencoe Common Core Algebra 1 & 2; extended day and year; technology integration to improve student engagement
How does the intervention align with the Common Core State Standards?	Newly implemented curricula aligned to the Common Core	Curricula is aligned and developed for the Common Core

2014-2015 Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Helping students navigate the pathway to college	
Describe the priority problem using at least two data sources	Average GPA – students need to recognize importance SAT AVG below 1550	
Describe the root causes of the problem	Students and their families have limited or no experience with college and what is needed to make a successful transition from high school	
Subgroups or populations addressed	All students	
Related content area missed	LAL and Math	
Name of scientifically research based intervention to address priority problems	Development of 4-yr plan with students to understand a college-prep curriculum; Assist students with critical step for college entry	
How does the intervention align with the Common Core State Standards?	Develops college and career readiness	

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies . . . "

2014-2015 Interventions to Address Student Achievement

		ESEA §1114(b)(I)(B) strengthen the core academic program in the school;			
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Data Driven Instruction	ELA	All Students	McKinley, Shaw	Growth on formative assessments, targeted whole group, small group instruction as per observations, walk throughs and lesson plans	Using Data to Support Instructional Decision Making
Data Driven Instruction	Mathematics	All Students	McKinley, Shaw	Growth on formative assessments, targeted whole group, small group instruction as per observations, walk throughs and lesson plans	Using Data to Support Instructional Decision Making
		Homeless Migrant			
		ELLs			
Data Driven Instruction		Students with Disabilities		Growth on formative assessments, targeted whole group, small group instruction as per observations, walk throughs and lesson plans	Using Data to Support Instructional Decision Making

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

2014-2015 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (from IES Practice Guide or What Works Clearinghouse)
Academic Coaching Academic Center	ELA		Sherman	Passing Rates in Classes, HW Completion rates	Extended Day
Academic Coaching Academic Center	Mathematics		Sherman	Passing Rates in Classes, HW Completion rates	Extended Day
		Homeless Migrant			
		ELLs			
Academic Coaching Academic Center		Students with Disabilities	Sherman	Passing Rates in Classes, HW Completion rates	Extended Day

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

2014-2015 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
	ELA				
	Mathematics				
		Homeless Migrant			
		ELL			
		Students with Disabilities			

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program
(For schools approved to operate a schoolwide program beginning in the 2014-2015 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2014-2015? Will the review be conducted internally (by school staff), or externally?

2. What barriers or challenges does the school anticipate during the implementation process?

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

6. How will the school structure interventions?

7. How frequently will students receive instructional interventions?

8. What resources/ technologies will the school use to support the schoolwide program?

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance . . . such as family literacy services

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2014-2015 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Monthly Parent Meetings/Trainings	ELA	All Students	M. Sherman	Survey results	Family engagement
Monthly Parent Meetings/Trainings	Mathematics	All Students	M. Sherman	Survey results	Family engagement
		Homeless Migrant			
		ELL			
Monthly Parent Meetings/Trainings	Mathematics	Students with Disabilities		Survey results	Family engagement

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2014-2015 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? **Parents will be educated on the Common Core and on issues that can prevent academic success**

2. How will the school engage parents in the development of the written parent involvement policy? **Parents provide input at meetings, through surveys and as Board of Trustee members**

3. How will the school distribute its written parent involvement policy? **The policy is posted on the school website**

4. How will the school engage parents in the development of the school-parent compact? **Parents provide input at meetings, through surveys and as Board of Trustee members**

5. How will the school ensure that parents receive and review the school-parent compact? **It is distributed through the student handbooks and a returned signature page is required**

6. How will the school report its student achievement data to families and the community? **At BOT meetings, parent meetings, and in the Annual Report (which is posted on the website)**

7. How will the school notify families and the community if the district has not met its annual measurable objectives for Title III? **N/A**

8. How will the school inform families and the community of the school's disaggregated assessment results? **At BOT meetings, parent meetings, and in the Annual Report (which is posted on the website)**

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? **Solicit individuals**

   through the monthly newsletter and at meetings

10. How will the school inform families about the academic achievement of their child/children? **Through monthly progress reports**

11. On what specific strategies will the school use its 2013-2014 parent involvement funds? **N/A**

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	20	Teacher incentive funding
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	N/A	N/A
	N/A	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	N/A	
	N/A	

* The district must assign these paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
1. Teacher incentive funds 2. Novice teacher mentoring 3. Online posting of positions 4. Recruitment at local colleges and universities	1. McKinley 2. McKinley / Shaw 3. McKinley / Shaw 4. Shaw